Community interpreter training: a multi-tier and modular approach
Franz Pöchhacker, Universität Wien (Austria)

Enabling speakers of other languages to enjoy full access to public services in a given social context requires appropriate institutional policies, including the provision of qualified interpreters, and ensuring the availability of interpreters with the necessary qualifications in turn requires professionalization measures, including the provision of training. As societies differ greatly with regard to educational traditions, ethnic composition, migration patterns, public policy and professional resources, interpreter training for community-based domains is often unique to a given societal environment. In my talk I will reflect on this from an Austrian perspective, with regard to important conceptual, institutional, legal and political issues and key factors such as well-established postgraduate interpreter training programs and professional associations, on the one hand, and institutional inertia and xenophobic public sentiment, on the other. In particular, I will show how existing training programs have responded to the growing need for community interpreting services, and how some of the gaps have been filled by non-degree courses and small-scale training measures for particular target groups, such as a 16-day course of bilingual healthcare personnel. Against this background I will make a case for a comprehensive approach to (community) interpreter training in the Austrian context and outline a multi-tiered and modular educational framework comprised of in-service non-degree courses, undergraduate programs and postgraduate degree options with domain-based specializations.

Interaction in immigrant families: Negotiating understanding as an "intercultural moment
Galina Bolden, Rutgers University (USA)

The presentation analyzes the organization of "intercultural moments" in conversation – moments during which cultural or linguistic differences between conversationalists become an oriented-to feature of interaction. My goal is to describe some recurrent conversational practices used to construct such moments, focusing specifically on sequences in which participants deal with actual or potential problems of understanding. I use the methodology of Conversation Analysis to examine a large corpus of naturally occurring, video-recorded everyday interactions in Russian American immigrant families. The presentation describes the following three trajectories. First, an interlocutor displays an assumption that the addressee will not understand a word or a cultural reference and initiates repair on it. Second, an interlocutor checks the addressee's knowledge of a word (e.g., "Do you know what X is?"), thereby orienting to the possibility that the addressee may lack relevant expertise. Third, an interlocutor initially acts on the assumption of the addressees' competency in the relevant domain and then visibly revises this assumption following an other-initiated repair (e.g., "What?"). In all of these situations, participants suspend the conversational activity in progress in order to deal with a potential or actual non-understanding in such a way as to ascribe to their co-conversationalist the identity of a cultural outsider or novice and, thereby, highlight cultural and linguistic differences between them. I show that (and how) interlocutors may take on the role of a language/culture broker as an endogenous method for resolving understanding problems.

Learning to carry out interpreting tasks in talk
Daniela Zorzi, University of Bologna (Italy)

Analyses of interaction mediated by interpreters have shown how the use of certain features (for example pauses and backchannels), and the sequential placement of others (such as assessments and expansions), can determine courses of action which may favour or hinder the satisfactoriness of triadic interaction from an informational and/or a relational perspective.

The results of these analyses should inform materials for use in mediator training, whether these are designed to increase learners' awareness (interiorising knowledge and relating it to personal experience), or to improve their discursive skills (coordinating and jointly constructing understandable, goal-oriented discourse with the other interlocutors).

I will present a typology of training activities which have been tried out with students with little or no experience (pre-service training) and/or with professional mediators in public institutions (in-service training). The typology distinguishes between preparatory activities, designed to develop learners' understanding of interactional mechanisms, and production activities, aiming at the direct engagement of mediation skills and/or the critique of interpreting options, in real or simulated contexts.

The examples of tasks are based on data collected and transcribed for the AIM consortium.

Ensemble interpreting for essential public services
Graham Turner, University of Herriot-Watt (UK).

Social context affects all construals of others' utterances: this is not news. However, we still know too little about how speakers use a full range of communicative and social resources to construct understandings. But when meanings are under construction in three-way, interpreted bilingual interaction, observers are naturally afforded a 'live' glimpse of construal-in-action: the social fabric is woven before our eyes and ears. Simultaneous dialogue interpreting – especially in public service consultations and community settings – operates as a facilitative device between users of disparate languages around the world. The last 20 years of Interpreting Studies have seen a transformation in perceptions of the interpreter's task. Recognition of the interpreter as a co-participating, active member in a triadic exchange is now well established – in theory. Research has revealed new information about interactional processes, the negotiation of meanings, and the co-construction of interpersonal positioning through dialogue, investigating how partners in interpreted talk-triads collaboratively construct a shared sense of social purpose. This paper describes 'ensemble interpreting' in these terms and asks what steps are now required to ensure that it is delivered where appropriate in essential public service contexts.

Perspectives on role-play: analysis, training and assessments
Cecilia Wadensjö, Institute for Interpretation and Translation Studies, Stockholm University (Sweden)

In my talk, I will share some experiences of using simulated interpreter-mediated interaction for the purpose of training interpreter trainers to assess candidate interpreters' performances. In 2011 I initiated a small project designed to use audio-recordings, combined with conversation analytical principles and practices, in the preparation of examination panel members. The objective of the project was to make examiners reflect on the function and the functionality of role-play as assessment instruments by looking at the turn-by-turn unfolding of talk in high-stake role-play examination sessions. The project, which can be described as 'interventionist conversation analysis', will eventually develop into a recurrent training feature in the education of interpreter teachers and assessors.